

HARBOR VIEW ELEMENTARY

1576 Harbor View Rd.
Charleston, South Carolina 29412

GRADES PK-5 Elementary School

ENROLLMENT 793 Students

PRINCIPAL Keith B. Mason 843-762-2749

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	29	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

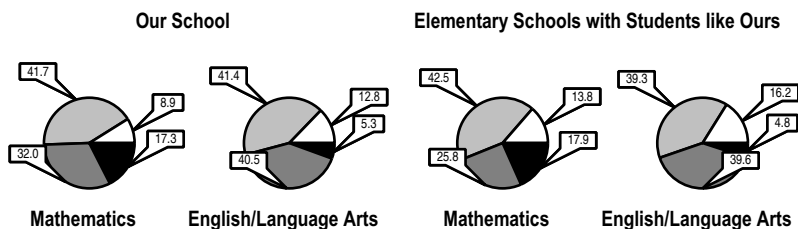
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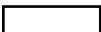
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	135	0
Percent satisfied with learning environment	82.6%	92.5%	N/R
Percent satisfied with social and physical environment	82.6%	91.0%	N/R
Percent satisfied with home-school relations	91.3%	95.6%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	432	100.0	12.8	41.4	40.5	5.3	45.8	17.6
Gender								
Male	226	100.0	15.5	42.9	38.8	2.7	41.6	17.6
Female	206	100.0	9.7	39.8	42.3	8.2	50.5	17.6
Racial/Ethnic Group								
White	312	100.0	8.0	37.9	47.2	7.0	54.2	17.6
African-American	112	100.0	27.1	51.4	20.6	0.9	21.5	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	374	100.0	10.0	40.0	43.9	6.1	50.0	17.6
Disabled	58	100.0	30.9	50.9	18.2	N/A	18.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	432	100.0	12.8	41.4	40.5	5.3	45.8	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	431	100.0	12.8	41.4	40.5	5.3	45.8	17.6
Socio-Economic Status								
Subsidized meals	111	100.0	26.0	51.0	22.1	1.0	23.1	17.6
Full-pay meals	321	100.0	8.4	38.3	46.6	6.8	53.4	17.6

Mathematics								
All students	432	100.0	8.9	41.7	32.0	17.3	49.4	15.5
Gender								
Male	226	100.0	9.1	36.5	35.2	19.2	54.3	15.5
Female	206	100.0	8.7	47.4	28.6	15.3	43.9	15.5
Racial/Ethnic Group								
White	312	100.0	4.3	35.9	36.9	22.9	59.8	15.5
African-American	112	100.0	22.4	57.0	18.7	1.9	20.6	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	374	100.0	8.1	38.3	34.2	19.4	53.6	15.5
Disabled	58	100.0	14.5	63.6	18.2	3.6	21.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	432	100.0	8.9	41.7	32.0	17.3	49.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	431	100.0	8.9	41.7	32.0	17.3	49.4	15.5
Socio-Economic Status								
Subsidized meals	111	100.0	22.1	51.0	21.2	5.8	26.9	15.5
Full-pay meals	321	100.0	4.5	38.6	35.7	21.2	56.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	136	N/A	3.7	24.3	66.2	5.9	72.1
	Grade 4	133	N/A	8.3	42.9	48.9	N/A	48.9
	Grade 5	133	N/A	15.2	34.8	48.5	1.5	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	142	100.0	6.6	23.4	58.4	11.7	70.1
	Grade 4	147	100.0	8.0	48.6	39.9	3.6	43.5
	Grade 5	143	100.0	23.6	52.1	23.6	0.7	24.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	136	N/A	10.3	43.4	30.9	15.4	46.3
	Grade 4	133	N/A	16.5	26.3	32.3	24.8	57.1
	Grade 5	133	N/A	10.5	34.6	25.6	29.3	54.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	142	100.0	6.6	41.6	31.4	20.4	51.8
	Grade 4	147	100.0	3.6	39.9	34.8	21.7	56.5
	Grade 5	143	100.0	16.4	43.6	30.0	10.0	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 793)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.9%	2.4%
Attendance rate	96.1%	Down from 96.7%	96.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.2%	Down from 27.2%	25.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.7%	Down from 7.5%	6.7%	8.0%
Older than usual for grade	14.4%	Up from 0.5%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	45.1%	Up from 42.3%	53.3%	50.0%
Continuing contract teachers	94.1%	Up from 92.3%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.4%	Up from 91.1%	88.4%	86.2%
Teacher attendance rate	95.6%	Down from 97.7%	95.9%	95.3%
Average teacher salary	\$42,318	Up 1.3%	\$41,537	\$39,909
Prof. development days/teacher	9.2 days	Down from 11.2 days	10.2 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	22.7 to 1	Up from 21.1 to 1	20.4 to 1	18.9 to 1
Prime instructional time	90.3%	Down from 93.6%	91.0%	89.7%
Dollars spent per pupil*	\$4,868	Up 19.4%	\$5,341	\$5,892
Percent spent on teacher salaries*	63.7%	Down from 77.5%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Harbor View Elementary continues to sail for excellence with high expectations in academics and citizenship. These expectations drive our learner-centered education. High expectations in academics are seen in our test scores, which are among the best in Charleston. High expectations in citizenship are seen in our low rate of discipline referrals combined with the high number of students who make the Citizenship Honor Roll each nine weeks. Our students are good citizens, as well as bright ones!

The year 2003 was the fourth implementation of the Palmetto Achievement Challenge Tests (PACT) in grades three, four and five. We expect our students to continue to perform as well in 2003 as in previous years. Last year, over 94% of the students in these grades scored at or above the basic level in English/Language Arts and 87% scored at or above basic in Mathematics. These results are a good indication that our rigorous and challenging curriculum is paying off.

At Harbor View, we see ourselves as an extended family. Our family is not limited to faculty, students, and parents, but extends to our business partners and the community. Volunteers can be seen daily in our school either helping in classrooms or with special projects. Teaching children to help others is an important part of teaching them to be good citizens. Harbor View's food, toy, and SPCA drives are annual success stories. In our seventh year of participation in the St. Jude's Children Hospital's "math-a-thon," our students raised over \$5,000 to help other children. The student council raised money to assist families in need and Pet Helpers. Every year, our first grade caroling field trip and our choral performances delight the community. Harbor View is dedicated to its commitment to the community. The fifth grade play continues to promote the importance of the arts and showcase our local talent.

Our school goals have been written to carry us forward into the 21st Century. Our vision remains the same - to strive for excellence. Each year, we examine our strategies and aim higher. Each year, we are dedicated to educating every child. With all of us working together, Harbor View will continue to be successful in attaining its goals.

Keith B. Mason, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.